**Standard 3 – Teaching and Learning: Artifacts needed (3.1 – 3.3)**

**(Please submit information electronically by October 31st)**

**Date: October 1, 2011**

**Team Members: Sr. Joellen Kohlman, Marlene Knobbe, Laura Newton, Janet Ortmeier, Michelle Ulrich**

**Progress Indicator 3.1**

|  |  |
| --- | --- |
| Item needed | Who |
| Classroom level observations documenting use of curriculum guides | **Matt, Joyce S.** |
| Policy on credit requirements for program completion (high school) | **Joyce** – CC Course Information |
| Lesson Plans (integrating standards) | **All teachers** |
| Pacing Guides (Scope and sequence) | **All teachers** Planning and Pacing– Test Preparation and Assessment/Week At A Glance; Reading - Kaye |
| Curriculum maps (referencing standards) | **All teachers** |
| Curriculum Guides – Junior and Senior High School | **Joyce S. – completed – Put in SIP folder** |
| Student Handbook outlining learning expectations | **Lisa (p. 4-17),** **Rita or Bob– electronic copy (p 16 – 20- Are pages numbered?*)*** |
| Policies on grading criteria – student handbook? | **Rita – electronic copy (p 17?); Lisa (p. 10 – item 4)** |
| Master Schedule | **Joyce S.** |
| Hours of Instruction | **Joyce S.** |
| Individualized Development Plans (IEP, Differentiated Curriculum | **Kim** |
| Textbooks and text selection criteria are aligned to learning goals, curriculum | **Joyce S**., **Kaye –** reading; Has this been done in any other area? |
| Staff meetings regarding curriculum | **Matt** (**Joyce S**., **Kaye)** |
| Staff meetings to discuss student progress and remediation | Kim (Judy’s records???) Sr. Mary’s records – **Rita or Bob;** reading-minutes, decisions, agendas, etc. - Matt |
| Curriculum committee meeting minutes that reference alignment work | Joyce S., **Kaye** |
| Agendas and minutes of curriculum committees and grade level committees | Joyce S., **Kaye - reading**, teachers (departments – all and any teachers?) |
| Alignment of instructional activities within content areas and across grade levels | **Joyce**, **Kaye** |
| Instructional documents and activities that are aligned both vertically and horizontally-(grade-to-grade and subject to subject) | **Joyce**, **Kaye** |
| Surveys – Student, parents, teachers regarding curriculum offerings | **Joyce, Kaye** – any since 2009 (We have samples from 2009 in SIP folder) |
| Curriculum review protocol | **Joyce**, **Kaye** |

**Standard 3 – Teaching and Learning: Artifacts needed – 3.2** (Please submit electronically)

Item needed Who

|  |  |
| --- | --- |
| District staff/others meet regularly to discuss student progress and remediation | **Kim (Sr. Mary Ann’s notes)** |
| Lesson plan development shows how students are involved in establishing their own learning goals and reflecting on the learning process. | **All teachers** |
| Student mentoring program | **Matt,** **Joyce**, **Kaye**, Kim, **Lisa** – orientation? |
| Lesson plans showing use of higher level thinking skills (Bloom’s taxonomy) | **All teachers** |
| Lesson plans showing models, rubrics, and other formative assessments | **All teachers** |
| Professional development agendas addressing formative assessment - | **Matt** |
| Samples of student work | **All teachers** |
| Professional development agendas – **Learning Strategies – Secondary; Step-Up to Writing, Six-Traits of Writing, anything else?** | **Matt** |
| School leadership investigation of new strategies for innovative instruction **(Promethean Boards, reading program, Step-to-Writing, 8-2-Great? – anything else)** | **Matt**, **Joyce**, **Kaye** |
| Lesson plans showing examples of student engagement in the classroom | **All teachers** |
| Surveys | ? Do any exist???? |
| Students’ self-descriptions of their own gifts and interests (resulting in informed approaches to academic and career planning)-**portfolios, college days** | **Joyce**, **Laura**, **Lisa**, religion teachers (all teachers?) |
| Internships and job shadow opportunities for students | **Laura,** **Joyce** |
| Guest speakers, special presentations, mentors | **Matt**, **Lisa**, **Joyce**, **SPA-special programs –Bob could you get a list?,** all teachers – lists and/or information |
| Extracurricular opportunities tied to curriculum (description/picture/list) – **Quiz bowl, One-Act, Speech, Business Day, LifeTeen, Edge, class retreats, Mission Possible, music competitions, art show, County Fair display, Vicarate Day, Vocation Day, Career Day-listing and/or description – Are these in student handbook???** | **Matt**, **Joyce**, **Kaye**, **Sandy** |
| Lesson plans showing use of authentic content (Catechism, historical documents, literature, etc.) and context (application to real life) | **All teachers** |

**Standard 3 – Teaching and Learning: Artifacts needed – 3.3** (Please submit electronically)

Item needed Who

|  |  |
| --- | --- |
| Assessment data – Formal summative | **Patty** – Terra Nova |
| Professional development calendar and topics | **Matt** |
| Staff meet to analyze data and align instruction | **Matt**, **Joyce**, **Kaye** |
| Course evaluation | All teachers???? |
| Survey-graduates | **Matt, Tarah, Patty;** **Joyce**? (We have from 2009 – in SIP folder) |
| Transcripts, certificates (examples – white-out names) | **Joyce** |
| Formative classroom assessments (Reflections, use of rubrics, self-assessment, class project, K-W-L charts) | **All teachers** |
| Local assessment items align with standards/expectations | **Joyce**, **Kaye** |
| Surveys | **Matt** - ? Do any exist regarding assessment????? |
| Summative classroom assessments – chapter/unit tests; performance assessments; projects; semester exams, Archdiocesan assessments | **All teachers** |
| Process used to adopt and analyze assessments | Marilyn W. – Terra Nova; **Cindy – old SIP reports - Six Traits of Writing, Step Up to Writing** |
| 3.3b |  |
| Changes in lessons/programs to accommodate evaluation conclusions | **Matt,** **Bob & Cindy**; Reading and writing programs; DEAR, SSR; **Sr. Mary Ann documents ;** |
| Program modification and rationale | Kim – adaptations; **Joyce**, **Kaye** |
| Evaluation documents – list and what they measure or type of test; who takes them | **Joyce** - Terra Nova, ACT, PSAT, Explore, ASVAB, Plan, DIBELS, |
| Professional development tied to results of evaluations-Step Up to Writing, Six Traits, ASCD – Curriculum (Joyce and Kaye) any others????; Prairie Visions – Mary Jo Kampschneider, Marlene Knobbe, Millie Mashek, Joyce Ortmeier | **Matt, Joyce, Kaye** |
| Meeting agendas and minutes documenting school support of teachers in developing high quality assessments | **Matt, Joyce or Kaye** |
| Samples of alignments of assessments and tasks-**Archdiocesan assessments?** | **Matt, Joyce, Kaye** |
| 3.3 d |  |
| Minutes of collaborative meetings, descriptions of analysis of work | Teachers – departments, grade level, etc. |
| Descriptions of lessons revised based upon analysis of student work (re-teaching in new way) | **All teachers** |
| Protocols for analysis and reflection | **Matt, Joyce, Kaye** – Does a document exist? |
| Examples and models of performance levels | **Matt – Archdiocesan Implementation Schedule for Reporting Required Assessments**; All teachers (classroom teachers, departments, K-12; photos, papers, documentation; |